

Mentoring



Presented by 3WIRE Consulting Group
11 January 2023

Mentor

One who facilitates personal and professional growth in another.



Some of the Many Definitions

- Mentoring begins when a person largely affects the professional life of someone else by fostering insight, identifying needed knowledge, and expanding the other person's horizons.
- Mentoring is a method of teaching and fostering growth. It involves an experienced individual who teaches and guides someone with less knowledge in given areas with mutual trust and respect.
- A developmental, caring, sharing, and helping relationship in which one person invests time, know-how, and effort to enhancing another person's growth, knowledge, and skills, and responds to critical needs in the life of the person in ways that prepare the individual for greater productivity or achievement in the future.

Mentor

A mentor is one who “...challenges me, is objective, follows through, celebrates my successes, inspires my loyalty, reassures me, is optimistic, is courageous, is perceptive, and empowers me”.

-Anderson and Ramey (1990)



Mentor

A mentor is a kind of guide who, despite having been far enough to know something of what's down the path, comes back to walk with you and thus leads without leaving you to follow...

-Boyd (1998)



Mentor

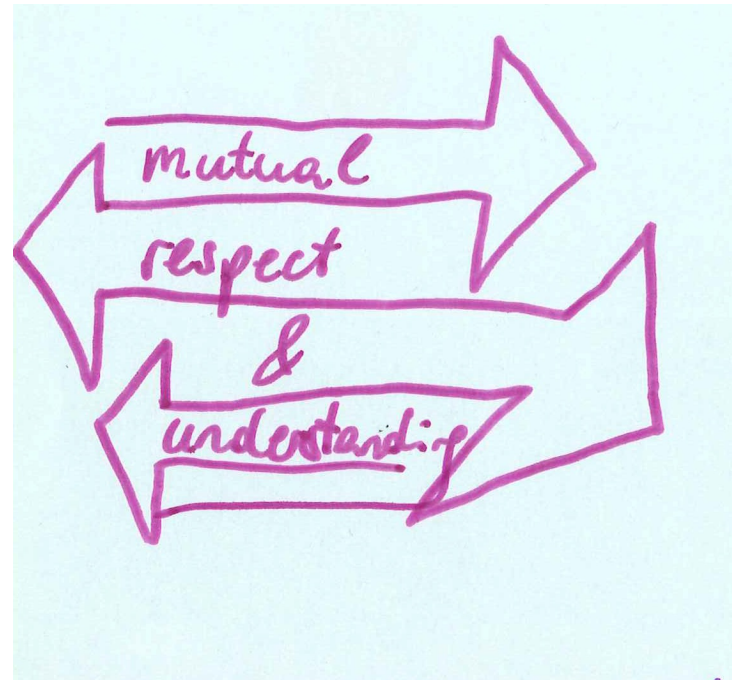
A mentor is a guide who leads a traveler on a pilgrimage of discovery.

-Harris-Schenz (1990)



Mentor

The voluntary, developmental **relationship** that exists between a person of greater experience and a person of lesser experience that is characterized by mutual trust and respect.



The Mentee

A Protégé is a person being mentored by another person: especially one who makes an effort to assess, internalize and use effectively the knowledge, skills, insights, perspectives, and wisdom offered by the mentor.



The Mentee

Protégé is an individual willing to learn from someone else's knowledge and experience in order to reach his/her full professional potential.



The Mentee

A Protégé is a recipient of a mentor's help, especially a person who seeks out such help and uses it appropriately for developmental purposes whenever needed.



The Pay Off

After the Break

Benefits For Mentees

- Learns valuable knowledge from the Mentor's expertise and past mistakes
- Increases competencies in specific areas
- Establishes valuable connections with higher level employees
- Provides a role model
- Provides a sounding board
- Develops a sharper focus on what's needed to grow professionally
- Develops skills as a "learner"- getting new ways to acquire new skills
- Develops skills as a "communicator" – improving your ability to express your expectations, goals, and concerns
- Learns what it is like to be in a higher level position
- Gets an advocate within the organization
- Studies indicate that Mentees report greater career satisfaction, and their performance and productivity ratings tend to be higher.

Benefits For Mentees

- Increased visibility
- Receives knowledge about the “ins and outs” of the organization
- Gets honest feedback
- Builds confidence
- Encourages growth beyond the usual expectations
- Mentees have a better understanding of the organization and what is required to succeed and advance

Benefits For Mentor

- Opportunity to review accomplishments and challenges
- A reminder of lessons learned
- Leaves a legacy
- Review and reenergize personal & career goals
- Builds new relationships/develops networks
- Career Advancement for the Mentor
- Learning from the Mentee
- Personal Satisfaction
- Sharpened Management/Leadership/Interpersonal Skills
- Future pay-offs/Source of Recognition
- Enhances self-esteem and status in the organization
- Refines leadership and interpersonal skills
- Increases influence on the mission and direction of the organization
- Expands Professional Contacts
- Develops successors

Benefits For Organization

- Development of qualified skill employees
- Conservation of organizational memory
- Increased commitment
- Reduced turnover
- Improved performance



Roles & Responsibilities

After the Break

Roles & Responsibilities Mentee

Must be an active participant in the relationship.

(After all, it is their career!)

The Mentee must:

- Prepare
- Develop
- Be flexible
- Take the initiative
- Focus on the goal



Roles & Responsibilities Mentee

- Actively demonstrate initiative and desire to learn
- Establish clear developmental goals and communicate openly about them
- Take responsibility for personal growth and development.
- Be receptive to feedback
- Possess a positive and constructive attitude
- Develop an Individual Development Plan
- Utilize resources available through the mentoring connection to engage in relationship enhancing activities

Roles & Responsibilities Mentor

Teacher, Guide, Motivator, Counselor, Advisor,
Sponsor, Coach, Role Model

- Set realistic expectations (Be Honest)
- Maintain contact
- Listen with empathy
- Be open-minded
- Provide support and encouragement
- Foster the relationship
- Follow-through on commitments
- Keep alert for development opportunities
- Share successes and failures

Roles & Responsibilities Supervisor

- Provide preliminary assessment of employee's leadership potential
- Actively promote the mentoring activity
- Encourage participation
- Provide employees a supportive, positive environment to further career goals
- Discuss employee's participation to ensure suggestions, recommendations, or plans for the employee are in line with organizational needs

Mentorship Skills

After the Break

Mentor Skills

Supportive - supports the needs and aspirations of the Mentee; encourages the Mentee to accept challenges and overcome difficulties.

Patient - patient and willing to provide adequate time to interact with the Mentee.

Respected - has earned the respect of people within the organization; others look to the Mentor as a positive role model.

People-Oriented – genuinely interested in people and has a desire to help others; knows how to effectively communicate and actively listen; able to resolve conflict and give appropriate feedback.

Mentor Skills

A Good Motivator - inspires the Mentee to do better/stretch potential, through encouraging feedback and challenging work assignments.

Respectful of Others - shows regard for the well-being of others; accepts the Mentee's minor flaws, just as the Mentee must accept minor flaws of the Mentor.

An Effective Teacher - helps to manage and guide the Mentee's learning - this means actively trying to recognize and use teaching/learning opportunities (the opposite of a "sink or swim" approach).

Self-Confident - appreciates the Mentee's developing strengths and abilities, without viewing them as a threat; enjoys being a part of a Mentee's growth and success.

An Achiever - sets lofty career goals, continually evaluates them and strives to reach them, takes on more responsibility than is required, volunteers for more activities, and climbs the "career ladder" at a quick pace - and inspires the Mentee he or she Mentors with the same drive.

When Mentees are asked what they want or expect from a Mentor, typical responses include:

- Encouragement
- Support
- Honesty
- Candid information and advice
- “Big picture” view
- Guidance
- Suggestions
- Honest appraisal of capabilities
- Help with “vision”



When Mentees are asked what they want or expect from a Mentor, typical responses include:

- Assistance in making “good” choices
- Information on opportunities available/possible help in defining and reaching goals
- Benefit of Mentor’s experiences: what did and did not work
- An effort to really understand the Mentee’s abilities and concerns
- Providing advice on requesting future assignments
- Availability, without interruptions
- Non-attribution, honest discussions about tough issues
- Assistance in formulating a cohesive plan
- Idea stimulation, insight to career

Mentee Skills

- Assume responsibility for acquiring or improving skills and knowledge
- Be open and honest on your goals, expectations, challenges and concerns
- Actively listen and ask good questions
- Build a supportive and trusting environment
- Seek advice, opinion, feedback, and direction from your Mentor
- Be open to constructive criticism/feedback and ask for it

Mentee Skills

- Come to your meetings prepared with a clear idea of what topics or issues you want to address
- Respect your Mentor's time and resources
- Apply what you learn from your meetings back on the job
- Keep your supervisor informed of the process and your progress
- Give feedback to your Mentor on what is working or not working in the mentoring relationship
- Participate in the scheduled activities

Skills for Everyone

- Don't Multitask
- Don't Pontificate
- Use Open-Ended Questions
- Go With the Flow
- If You Don't Know Say So
- Don't Equate Your Experience With Theirs
- Don't Repeat Yourself
- Stay Out of the Weeds
- **LISTEN**
- Be Brief

BE INTERESTED IN
THE OTHER PERSON

Stages of Mentoring

After the Break

Stages of Mentoring

Prescriptive

Persuasive

Collaborative

Confirmative



Stages of Mentoring

PRESCRIPTIVE STAGE

This stage is most comfortable for the novice, who depends heavily on the Mentor for support and instruction. This is where the Mentor is providing stronger, more direct, more specific, more detailed guidance and advice. During this stage, the Mentor primarily assumes the roles of:

Coach

Motivator

Teacher



Stages of Mentoring

PERSUASIVE STAGE

The second stage requires the Mentor to actually persuade the Mentee to find answers and seek challenges, rather than getting them from the Mentor. Generally, the additional roles the Mentor assumes during this stage are:

Counselor

Guide



Stages of Mentoring

COLLABORATIVE STAGE

In this stage, the Mentee has enough experience and ability to work together with the Mentor to jointly solve problems and participate in “more equal” communication. In this stage, the Mentor is likely to pick up the following roles:

Career Advisor

Role Model



Stages of Mentoring

CONFIRMATIVE STAGE

This is the stage in which the Mentee has a lot of experience and has mastered the job requirements, but requires the Mentor's wisdom and professional insight into policies and people



Stages of Mentoring

- Mentoring relationships may follow all four stages or only a few of these stages.
- In fact, there is such a fine line between each stage that frequently it is difficult to tell when one stage ends, and another begins.
- The Mentor needs to continually evaluate the mentoring relationship as it evolves and determine when it is time to alter the mentoring roles. The Mentor must keep in mind that the relationship will stagnate if the mentoring style remains in a stage that the Mentee has outgrown.

Potential Pitfalls

After the Break

Potential Pitfalls

- Poor Matching
- Ignoring The Checkpoints
- Not Setting Expectations
- Lack Of Commitment
- Lack Of Humility
- Loss Of Learning Orientation
- Boundary Crossing
- Lack Of Open-mindedness



Potential Pitfalls

Resentment Or Jealousy

Nonprofessional Appearance

Supervisory And Mentor Conflicts

Lack Of Training For Mentors And Mentees.

Too Much Or Not Enough Structure

Terminating The Relationship



Potential Pitfalls

Takes Time And Energy Away From Other Tasks

Mentor May Not Succeed

Mentee May Become Dependent

Peers May Feel Alienated

Mentee Does Not Perform

Violation Of Trust



Summary

Mentoring is a powerful tool for personal and professional development. Many organizations believe that mentoring improves individual performance, retention, morale, personal/professional development, and career progression.

Mentoring offers many opportunities for mentors and mentees to improve their leadership, interpersonal, and technical skills as well as achieve personal and professional objectives.

Conclusion

What differentiates between:

Hero

HEROS show us the path.

Role Model

ROLE MODELS inspire us to be like them.

Mentor

MENTORS help us find our true potential.

Questions



References and Resources

References:

Linney, B.J. (1999). Characteristics of Good Mentors. *Physician Executive*, 70-72. This article describes the characteristics and traits of a good mentor and gives accounts of actual mentoring relationships (formal and informal).

Mentoring Programs in the Federal Public Service: *Status and Best Practices*, Government of Canada (2004). This study contains useful information on existing mentoring programs in the Public Service of Canada and explains why these programs are successful. The recommendations made for a successful mentoring program can easily apply to Federal agencies interested in either establishing a new mentoring program or improving current mentoring programs.

Smith, W.J., Howard, J.T., Harrington K.V. (2005). Essential Formal Mentoring Characteristics and Functions in Governmental and Non-governmental Organizations from the Program Administrator's and Mentor's Perspective.

References and Resources

References cont:

Public Personnel Management. 34.1, 1-28. This study examines who mentors are as well as what mentors do in four types of organizations (i.e., academic, business, military-armed forces, and military academic organizations).

Sosik, J.J., & Lee, D.L. (2002). Mentoring in Organizations: A Social Judgment Perspective for Developing Tomorrow's Leaders. *The Journal of Leadership Studies*, 8, 17-32. This paper presents a theory of mentoring that proposes effective mentorship fundamentally depends on the mentor's ability to help solve various complex social problems that arise in the protégé's career.

Young, A.M, & Perrewé P.L. (2004). An Analysis of Mentor and Protégé Expectations in Relation to Perceived Support. *Journal of Managerial Issues*, 16, 103-126. This article describes the impact of perception and attitudes on participation (based on general beliefs and past experiences of participants).

References and Resources

Books:

Power Mentoring: *How Successful Mentors And Protégés Get The Most Out Of Their Relationships*, by Ellen Ensher and Susan Murphy (2005). This book provides the fundamentals for mentors and protégés who want to create a connection or improve on the mentor/protégé relationship. The book is filled with illustrative examples from the most successful mentors and protégés.

Creating a Mentoring Culture: *The Organization's Guide*, by Lois J. Zachary (2005). This book provides organizations with the basics on setting up mentoring programs. The book provides checklists, worksheets, and toolkits.

References and Resources

Books cont:

The Mentoring Advantage: *Creating the Next Generation of Leaders*, by Florence Stone (2004). This book provides a general introduction to mentoring and its benefits to those who are new to mentoring. This book also provides insight on the qualities to look for in a mentor or protégé and discusses existing mentoring programs including IBM and JP Morgan. You can also find useful checklists, worksheets, templates, assessment tools, case studies, and tips to use in creating a mentoring program.

The Mentor's Guide: *Facilitating Effective Learning Relationships*, by Lois J. Zachary (2000). This book provides tools and tips for mentors and protégés to build and maintain an effective mentoring relationship. Worksheets are provided to help mentors develop their mentoring skills.

Zey, M.G. (1991). *The Mentor Connection: Strategic Alliances in Corporate Life*. Transaction Publishers New Brunswick, NJ.

References and Resources

Books cont:

The Mentoring Coordinator's Guide, by Linda Phillips-Jones, Ph.D. (2003). This guide includes detailed information on how to design, manage, and evaluate a program. Guide topics include: Coordinator's View of Mentoring, Strategic Considerations, Glossary of Mentoring Terms, The Formal Mentoring Process, Skills for Successful Mentoring, Etiquette of Mentoring, Challenges in Planned Mentoring, Identifying Target Groups and Needs, Finalizing Your Design, Communicating about the Mentoring Initiative, Recruiting Participants, Selecting and Matching Mentors and Mentees, Role of the Mentee's Immediate Manager, Developing Mentors and Mentees, Helping Mentees Set Compelling Goals, Evaluating a Mentoring Initiative, and Special Topics in Mentoring.

ASTD Handbook for Workplace Learning Professionals, edited by Elaine Biech (2008). This handbook contains best practices in the field of learning and development. Topics included in the handbook are needs assessment and analysis, designing and developing effective learning, and measuring and evaluating impact.

References and Resources

Web Links:

Center for Creative Leadership (2006). "A Coach's Dilemma: Resistance to Feedback." *Leading Effectively, July 2006*. Retrieved August 31, 2006 from <http://www.ccl.org/leadership/enewsletter/2006/JULdilemma.aspx?pagelId=1694>

Center for Creative Leadership (2006). "Creating a Coaching Culture." *Leading Effectively, July 2006*. Retrieved August 31, 2006 from <http://www.ccl.org/leadership/enewsletter/2006/JULboard.aspx?pagelId=1695>

Center for Creative Leadership (2006). "Interdependence: Defining Today's Teams." *Leading Effectively, August 2006*. Retrieved August 31, 2006 from <http://www.ccl.org/leadership/enewsletter/2006/AUGdefining.aspx?pagelId=1723>

Center for Creative Leadership (2006). "The Confident Coach: Facing Your Challenges." *Leading Effectively, July 2006*. Retrieved August 31, 2006 from <http://www.ccl.org/leadership/enewsletter/2006/JULconfident.aspx?pagelId=1693>